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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module was designed for LEP workers in the housekeeping department of one participating hotel, and focuses on worker safety and hotel health insurance procedures. It was also intended for a predominantly Chinese-speaking audience. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: parts of the body; water, fumes, and falls; fire and shock; safety signs and other accidents; reporting accidents; and hotel security. Each unit contains worksheets and written exercises. Answer keys and the listening script to accompany the units are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 600

Holiday Inn at Union Square

Module 2

Housekeeping Department: Safety and Security

U.S. DEPARTMENT OF EDUCATION
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Project EXCEL

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and fun[illegible], regulations as required by the feder[illegible] government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
***Sheraton Palace Hotel**, San Francisco*

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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TEACHING GUIDE

The current module was initially developed in consultation with hotel management because of a perceived need to inform the workers further on the hotel's health insurance procedures. As the talks with management evolved, other issues such as health problems and injuries resulting from work accidents were added to the curriculum. Finally, personal safety was extended to hotel security and the overall "safety" of everyone working on the premises.

The following curriculum comprises a variety of exercises that encourage the students to exercise all four language functions (listening, speaking, reading, writing) while practicing the pertinent vocabulary related to health, injuries, insurance and security. In addition to the six units, there are numerous supplemental exercises in the **Addenda** at the end of the module. There are also two tests (one for students at the 100 ESL level and another for a 300 level class) which can be used as pre- and post-tests to measure comprehension, retention, and overall progress. Finally, **Unit Reviews** are found at the end of every chapter to reinforce the key points of each unit.

Units 1 through **4** are in essence a preparation for **Unit 5**, the key section of the module. These preparatory units lead the students from basic nomenclature (such as parts of the body) through analytical thinking and the expression of conclusions in the middle units. At the same time, certain traditional points of grammar such as verb conjugations, possessive adjectives, and syntax are taught as the need for them arises.

The module was designed specifically with the needs of Chinese speakers in mind. Therefore, it would be advisable for teachers with student populations from a different linguistic and cultural tradition to supplement the curriculum with exercises that emphasize and address more extensively the needs of their own student population.

Units usually begin with **Getting Ready** activities. These are merely suggestions for getting the class "warmed up", i.e. get them to start considering, the topic of the day. They should not be read out loud to the students nor should the students be asked to read them. Instead, they should be brought up by the teacher in the most conversational style possible. Concurrently, the teacher should then begin assessing the level of competence the students have within that unit's vocabulary and tailor the tempo of the unit accordingly. For maximum results, the **Getting Ready** questions that open the units and the **Think About It** sections throughout the units should also be personalized as much as possible. The teacher should draw from the individual experiences of the workers and the specific work conditions at their hotel.

The numerous **Matching** exercises can also be used as effective reviews within a listening comprehension format. With books closed, the day after the matching exercises have been done as a reading and speaking activity, the teacher can review the material by asking the students to write down the appropriate term (comprised in "Column A") after the teacher has read to them the definitions from "Column B". When a picture is used in "Column B", the need for flashcards becomes self-evident.

This technique of recycling material for review can also be applied to the **multiple choice** exercises: the teacher reads the question or statement and then reads twice each of the three or four options the students have to choose from. At the end, each question and each right answer are discussed as a speaking and analytical thinking exercise. Finally, with minor alterations, the fill-in the blanks (**"cloze"**) exercises can also be turned into review by having the teacher read the statements and having the students write down the missing word, this time utilizing the exercise as a listening practice.

The **Think About It** sections may be the most productive ones in getting the students to internalize the material. They can be used in a variety of ways. To name just two, the class can be divided into two teams, one defending the pros and the other the cons of assigned questions; or the students can also be grouped into teams, each one analyzing only one question, then reporting their conclusions to the class, writing those conclusions on the board, and finally opening the discussion to the whole class.

When practicing the filling out of company forms, it is a very useful exercise to practice filling out some of them as a **role play** activity. One student (the more advanced of the two) can play the role of Personnel Director; the other student can play the role of injured worker. The Personnel Director then turns the different sections of the form into questions (e.g., "What is your address?") while the injured worker answers him/her. The Personnel Director writes down the worker's answers on the form itself and at the end gives it to the worker for review. If the students are more evenly matched in their linguistic competence, they can then reverse roles and repeat the exercise with a different set of accident data.

Obviously, it helps the students immensely if the teacher first has them fill out generic "accident report forms" and then gradually eases them into filling out the forms actually used at the students workplace. For less advanced students, it is advisable to introduce them to one section of the insurance form at a time. The teacher would create "segmented" (cut up) mini-forms taken from the claim as a whole, photocopy these segments, practice them in class, and only at the end present the students with the entire form to fill out.

If the hotel allows it, it is useful to research the types of accident that the specific department under instruction has had in the last few years. Most hotels are required to keep a log of worker accidents and injuries. In preparing hypothetical situations which will provide the data from which students will have to fill out classroom claim forms, it helps if these data are as relevant as possible to the student's actual work practice and everyday dangers. Samples of real claim forms, filled out long ago and with the worker's name deleted, are an invaluable tool for teaching students how a completed, "real-company" form should look like. The same can be said when going over security problems at the hotel: the teacher should first consult the hotel security personnel to obtain information on the most common types of security problems currently and traditionally experienced on the premises. Then, formulate exercises that address those concerns.

Finally, whenever possible it helps to take the students around the hotel to illustrate safety and health issues being covered in class. This could be anything from knowing the location and operation of fire extinguishers to operating the intercom mechanism in the elevators in case of fire, earthquakes, or other emergencies. In-house "field trips" of this type force the worker to view his/her workplace through a greater awareness of health and security concerns, thus enhancing safer work conduct, reducing accidents and cost to their employers.

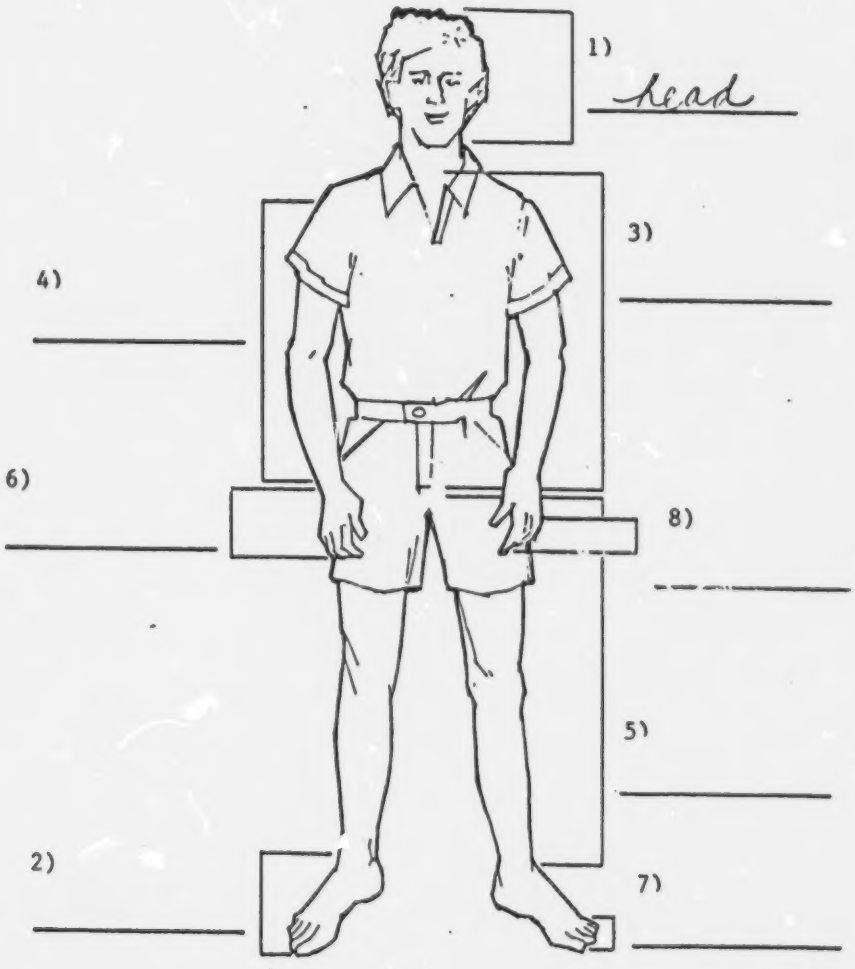
Oscar M. Ramirez
Curriculum Developer

UNIT 1: PARTS OF THE BODY

WRITING

Look at the picture and match the numbers with the parts of the body. Then, write the parts of the body in the spaces provided. Use only the words in the box.

VOCABULARY:			
head	**chest**	**legs**	**feet (one foot)**
arms	**hands**	**fingers**	**toes**

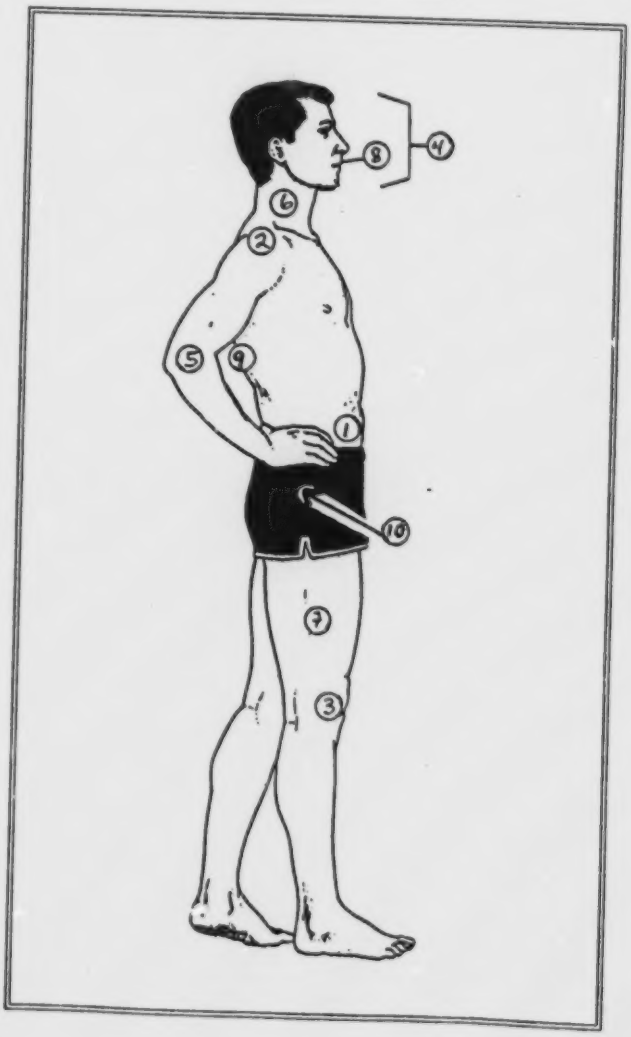


WRITING

Now look at the picture and match the parts of the body with the numbers. Then, write the name of the parts of the body in the spaces provided.

VOCABULARY:				
face	mouth	neck	shoulder	elbow
back	hip	thigh	knee	waist

1. waist
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



READING/WRITING

Read the questions about parts of the body and write your answers in the spaces provided.

What is ...

1. between the head and the shoulders? the neck
2. between the hand and the arm? _____
3. between the foot and the leg? _____
4. between the thigh and the lower leg? _____
5. between the upper and the lower arm? _____
6. between the stomach and the legs? _____
7. between the arm and the chest? _____
8. at the end of your feet? _____
9. on top of your neck? _____
10. on the sides of your head? _____
11. between your waist and your knee? _____

WRITING

Now write the plural of the words in the blanks above.

1. necks
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

SPEAKING

Review the verb "to have" in the box below.
Then, say and write the correct number.

TO HAVE	
I have	we have
you have	you have
he has	they have
she has	
it has	

1. I have five toes in each foot.
2. You have _____ eyes.
3. He has _____ fingers in each hand; he has _____ hands; and he has _____ fingers in total.
4. She has _____ arms.
5. We each have _____ legs.
6. They each have _____ feet and _____ toes.

How many heads does he have?

WRITING

Review the words in the box below. Then, write in the spaces the correct word. Finally, point with your hand to that part of the body.

POSSESSIVES	
I -- my	we -- our
you -- your	you -- your
he -- his	they -- their
she -- her	
it -- its	

EXAMPLE: This is my (I) arm.
(Then, point to your arm.)

1. This is _____ (I) stomach.
2. This is _____ (you) hand.
3. This is _____ (he) elbow.
4. This is _____ (she) head.
5. These are _____ (we) toes.
6. These are _____ (you) fingers.
7. These are _____ (they) knees.
8. These are _____ (I) wrists.
9. These are _____ (he) hands.
10. These are _____ (she) eyes.

SPEAKING

Look at the pictures and tell which part of the body hurts.

REMEMBER:

My toe hurts.

(but)

My toes hurt.

EXAMPLE: (he)

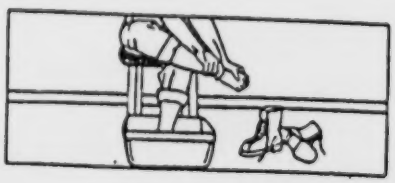
His lower back hurts.

1. (you)

2. (he)

3. (she)

4. (we)



5. (I)

6. (they)

WRITING/SPEAKING

Now look at the pictures and write what accidents happened to these people. Then, tell the problem to a partner.

EXAMPLE:

The boy <u>hurt</u> his head. (1. accident/<u>past</u>)
Now, his head <u>hurts</u>. (2. pain/<u>present</u>)

TWO USES OF "TO HURT"

1	2
I <u>hurt</u> my arm.	My arm <u>hurts</u>.
You <u>hurt</u> your finger.	Your finger <u>hurts</u>.
We <u>hurt</u> our backs.	Our backs <u>hurt</u>.
They <u>hurt</u> their feet.	Their feet <u>hurt</u>.
(accidents/past)	(pain/present)

1. (she)

2. (he)

_____ _____

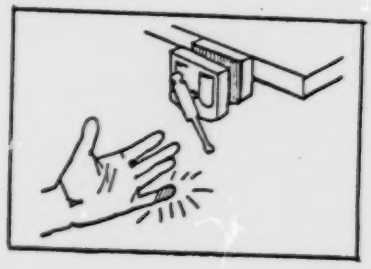
_____ _____

3. (I)

4. (you)

5. (we)

6. (they)



7. (I)

8. (we)

9. (you)

10. (she)

_____ _____

_____ _____

UNIT REVIEW (READING/WRITING)

Finish the following sentences by writing the correct words in the spaces provided.

1. The wrist is between the _____ and the lower _____.
2. The elbow is between the _____ and the _____.
3. He _____ (to have) two legs.
4. You _____ (to have) a headache.
5. Please take _____ (he) service tray out of the room.
6. Where is _____(we) room?
7. My feet _____ (to hurt) after a day at work.
8. My finger _____ (to hurt) very much.
9. The room cleaner _____ (to hurt) her knees everytime she cleans the floor with a rag.
10. Sometimes the housemen _____ (to hurt) their backs when they lift things.

UNIT 2: WATER, FUMES, AND FALLS

GETTING READY

1. Do you work with water at your job?

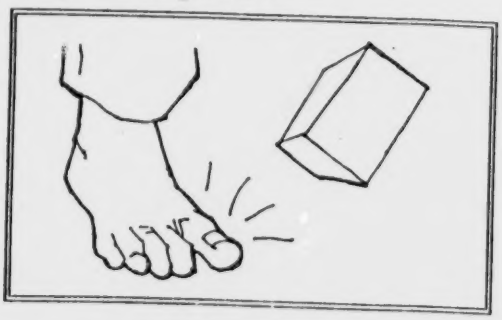
2. How can water be dangerous for you at your work?

3. Do you work with chemical solutions?

4. Why do you have to be careful with chemical solutions?

5. What do you put on your cart?

6. You should never overload your cart.
   True or False? Why or why not?



MATCHING

VOCABULARY:

to leak	to spill	to run	to fall down
to stack	to overload	sprain	pipes

Match the words in **COLUMN A** with the pictures or definitions in **COLUMN B.**

COLUMN A

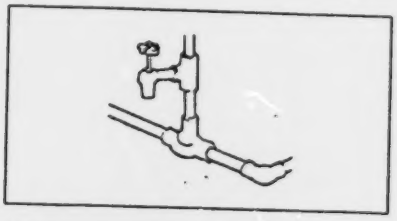
1. pipes _____
2. sprain _____
3. to leak _____
4. to run _____
5. to fall down _____
6. to spill _____
7. to stack _____
8. to overload _____

COLUMN B

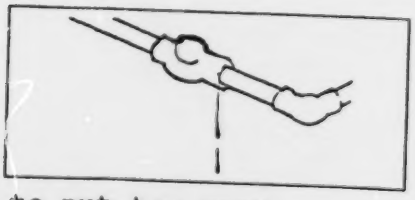
a. faster than walking

b. too much liquid so liquid comes out

c.

d. 

e. to put one thing <u>on top of</u> another

f. 

g. to put <u>too many</u> things together

h. to twist a part of your body

SPEAKING

Now look at the pictures and tell what is wrong in each one. Then, answer the questions below.

1.

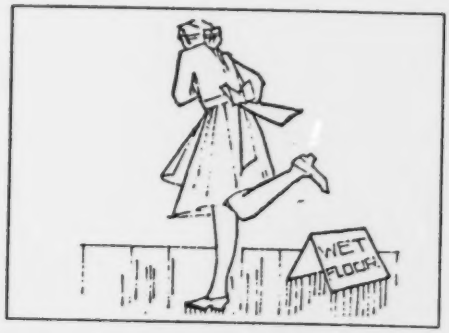
2.

THINK ABOUT IT:

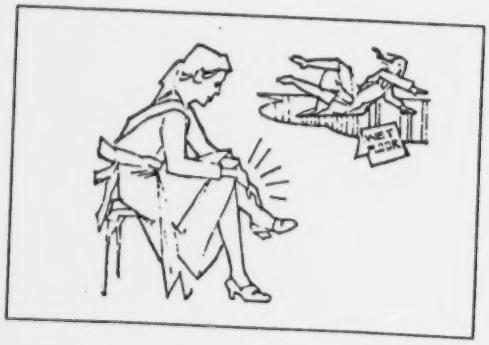
1. How can these situations be dangerous in your job?
2. What must you do when you see these problems?

Now look at the story below and tell what happened to the room cleaner .

1.



2.



THINK ABOUT IT:

1. Why was the room cleaner running on a wet floor?
2. Should you run if you are very busy?
3. This room cleaner is a <u>careless</u> worker. True or false? Explain.

MATCHING

Match the words in **COLUMN A** with the words in **COLUMN B.**

COLUMN A		**COLUMN B**	
1. bruise	_____	A.	happens with a knife
2. burn	_____	B.	black and blue
3. cut	_____	C.	happens with fire
4. fracture	_____	D.	a hurt body part
5. poisoning	_____	E.	a bad twist
6. shock	_____	F.	very dangerous drink
7. sprain	_____	G.	a twisted muscle
8. strain	_____	H.	happens with electricity
9. injury	_____	I.	a broken bone

GETTING READY

1. Look at the form on the next page.
   Circle the title or name of the form.
2. What is the form for? Who writes it?
3. Have you written a form like this before?
4. Are there any words that you see but you don't understand?
   Circle them and ask your teacher what they mean.

WRITING

Look at the pictures on page 12. Then, write out the **ACCIDENT REPORT FORM** below.

IMPORTANT:

-- The room cleaner's name is Presta Quickly.

-- Use today's date and time.

-- Don't forget to sign and date your report.

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

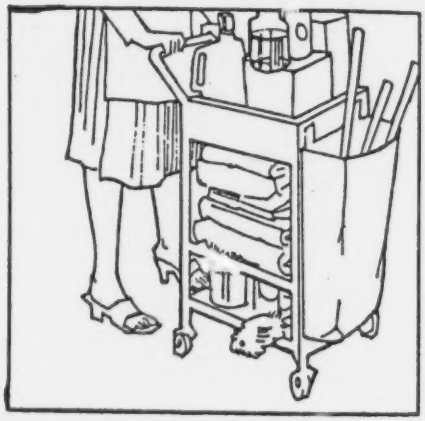
SIGNATURE _____

DATE _____

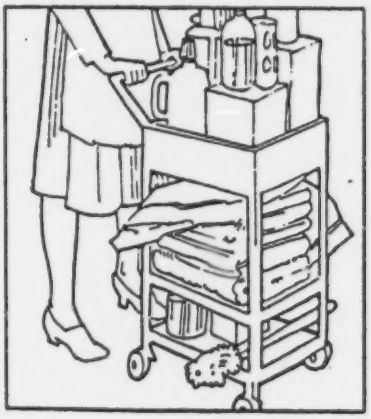
SPEAKING

Now look at the pictures below and circle what is wrong in each picture. Then, report to the class what you circled.

1.



2.



THINK ABOUT IT:

1. What accidents can happen with carts like the ones in the pictures?

2. How <u>should</u> you stack your cart?

VOCABULARY:			
broom	**rubber gloves**	**fumes**	
bucket	**poison**	**dizzy**	**skin**
suggestion	**to trip**	**to walk**	

READING

Circle the correct explanation of the following words. Follow the example.

EXAMPLE: my house

A. where I go shopping
B. where the doctor works
(C.) where I live

1. broom

A. a big brush with a long handle
B. a place where people sleep
C. a dark color, like black

2. dizzy

A. my head hurts a lot
B. my head turns and turns
C. my head is wet

3. to trip

A. to go to another country
B. to say something false
C. to kick something and maybe fall down

4. to walk

A. to go on foot
B. to speak
C. to travel

5. bucket

A. where you put soup
B. where you put paper
C. where you put water

6. skin

A. it covers all your body
B. it covers the bed
C. it covers your car

7. a suggestion

A. an order
B. a good idea
C. a favor

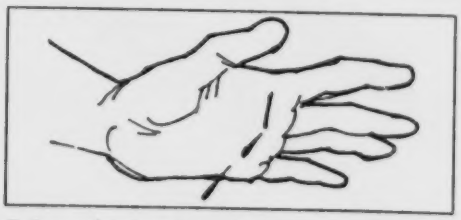
READING/WRITING

Complete each sentence with one of the words in the box.

VOCABULARY:		
rubber gloves	**poison**	**fumes**
to breathe	**to touch**	**to pass out**

1. When I clean the waste basket I put _____ on my hands and lower arms.

2. I don't _____ broken glass because it cuts.



3. I have a head cold; it's hard for me to _____.

4. Everything went black, then I _____.

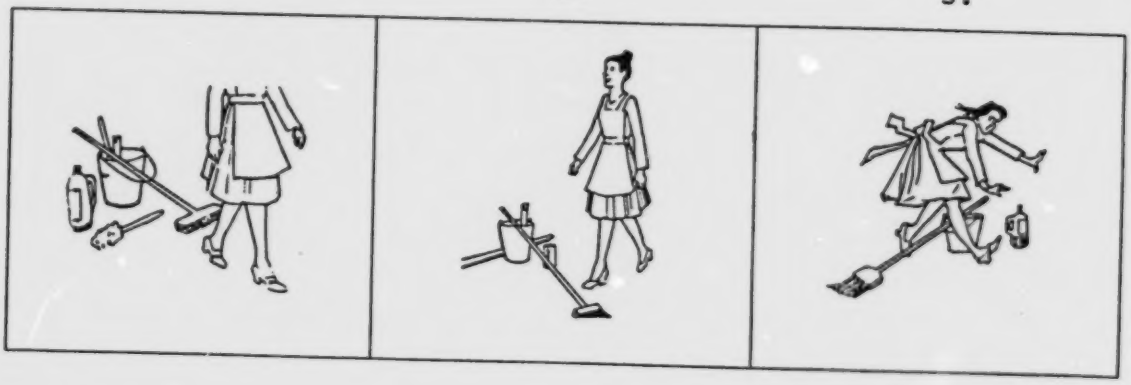
5. A "skull and bones" sign means _____.

6. _____ come from chemical solutions and enter through the nose.

SPEAKING

Carefully study the pictures below.
Then, tell the story of what happened to this room cleaner.

1. 2. 3.



THINK ABOUT IT:

1. Why does this accident happen?
2. What can you do so the accident doesn't happen?
3. What are some injuries from this accident?

What happened to this room cleaner?

WRITING

Now fill out the **ACCIDENT REPORT FORM** for the accident on the previous page.

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

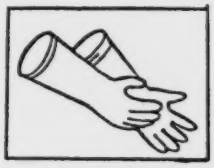
SIGNATURE _____

DATE _____

SPEAKING

Look at the pictures and then answer the questions.

1.

2. 

3.

THINK ABOUT IT:

1. What does picture # 1 mean? Why is it dangerous? On what items do you see it?
2. What is in picture # 2? When do you use them? Why?
3. Why does picture # 3 show a danger? At work, what can hurt your skin?

Now look at these other pictures and answer the questions below.

A.

B.

THINK ABOUT IT:

1. What is the girl doing in picture # A?
2. Is this safe or dangerous?
3. What is the wrong with the boy in picture # B?
4. Can this happen to you at work? With what?
5. What can you do about it?

WRITING

Now fill out a different **ACCIDENT REPORT FORM.** Pay special attention to **PART # 2** ("suggestions" = good ideas).

	ACCIDENT REPORT FORM NAME _____ DATE _____ DATE OF INJURY _____ TIME _____
PART 1	DESCRIBE THE INJURY:
PART 2	DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?
PART 3	DESCRIBE HOW THE ACCIDENT HAPPENED:
	SIGNATURE _____ DATE _____

LISTENING/READING/SPEAKING

Read and listen carefully to the conversation below between a worker and her doctor. Then, practice it with a partner.

Doctor: What's wrong, Mrs. Wong?

Mrs. Wong: My back hurts a lot, doctor.

Doctor: Did you have an accident?

Mrs. Wong: Yes. I picked up some boxes and I hurt my back.

Doctor: Where did this happen?

Mrs. Wong: It happened at work. I was picking up some housekeeping supplies.

Doctor: Next time, keep your back straight and bend only your legs. Now let's take a look.

Mrs. Wong: Yes, thank you, doctor.

Now read the following sentences and circle **TRUE** or **FALSE**.

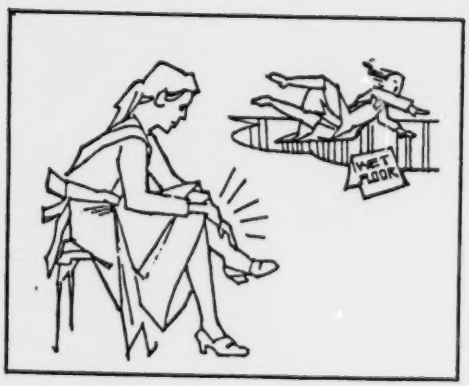
1. Nothing is wrong with Mrs. Wong. T F
2. Mrs. Wong hurt her back at home. T F
3. She hurt her back cleaning the bathtub. T F
4. She should keep her back straight when she picks up boxes. T F
5. She should bend her legs when picking up boxes. T F

ROLE PLAY

1. Choose a partner and look at the pictures.
2. One of you will be **the doctor**, the other will be **the worker**.
3. **The doctor:** a) ask the worker what happened
   b) and tell him (or her) what to do about it.
4. **The worker:** a) tell the doctor what happened to you.

WORKER AND DOCTOR

1.



2.

3.3.

BEST COPY AVAILABLE

UNIT REVIEW (READING/SPEAKING)

Circle **TRUE** or **FALSE**. Explain any sentence that is **FALSE**.

1. "To stack" is to put too many things together.
   T F

2. Water is never dangerous at work.
   T F

3. Run on a wet floor only if you are very busy.
   T F

4. A "bruise" is red or pink.
   T F

5. You are "dizzy" when your head turns and turns.
   T F

6. In America, people put soup in "buckets".
   T F

7. Your "skin" is between your heart and your stomach.
   T F

8. "Fumes" are very hot potatoes.
   T F

9. A "skull and bones" means something "very dangerous to your life".
   T F

10. Smoke is not dangerous during a fire, only the fire is dangerous.
    T F

UNIT 3: FIRE AND SHOCK

VOCABULARY:

to burn	to explode	an explosion	
a bomb	to block	boxes	cans

GETTING READY

1. Have you ever burned yourself? Explain.

2. Have you ever been in a fire?

3. What is more dangerous in a fire: the fire or the smoke?
4. Other than fire, what other things can burn you?
5. What electrical equipment do you work with?
6. Have you ever been shocked by electricity? How? Why?

7. Why are electricity and water dangerous together?

READING/WRITING

Finish the sentences by circling the best of the three answers. Then, write the right word in the space.

EXAMPLE: **I drive to work in my** car .

a) car
b) bus
c) train

1. Your car is _____ the driveway and I can't get out.

   a) breaking
   b) brokering
   c) blocking

2. I touched the heater and it was very hot; I _____ my hand.

   a) burned
   b) bloomed
   c) burped

3. They don't sell soda in _____, only in bottles.

   a) clams
   b) cans
   c) can't

4. The toilet tissue comes in _____.

   a) balls
   b) bosses
   c) boxes

5. The airplane fell down because the _____ _____.

   a) exploded
   b) exposed
   c) expanded

   a) plum
   b) comb
   c) bomb

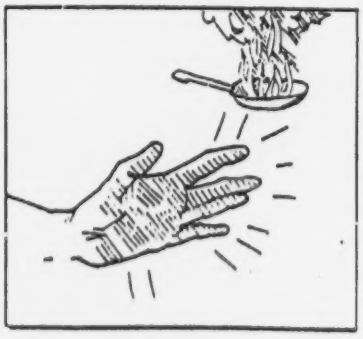
6. The _____ made a lot of noise and caused a fire.

a) exploration
b) exposition
c) explosion

SPEAKING

Look at the pictures and tell what happened.

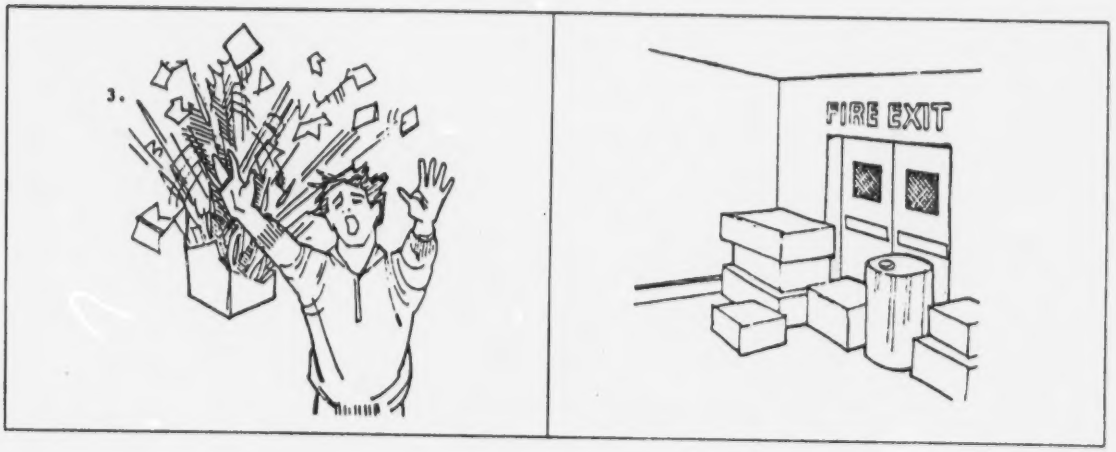
1.



2.

3.

4.

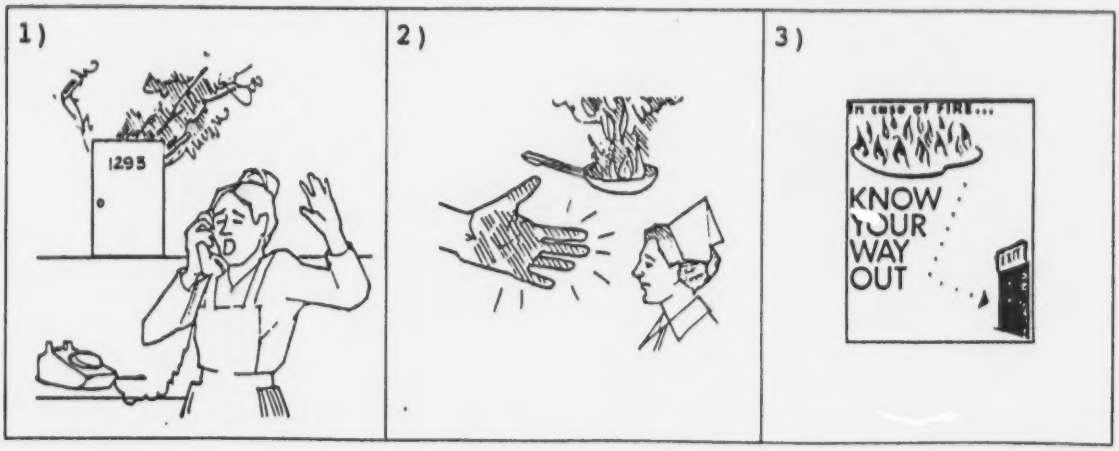


THINK ABOUT IT:

1. What should you do if there is a fire at your hotel?
2. Where are the fire exits?
3. Should you take the elevators during a fire? Explain.
4. What should you do if a bomb explodes at your hotel?
5. What can you do about smoke when you are leaving a fire?

SPEAKING

Some fires are big and others are small.
What are the <u>suggestions</u> in each picture below?



THINK ABOUT IT:

1. What <u>telephone number</u> should you call to report a fire?
2. If you burn yourself, where should you go at your hotel?
3. There is a fire on the floor where you are working.
   Where should you go?

READING

Read the signs in the box. Then, do the matching below.

VOCABULARY:		
fire hose	**fire blanket**	**fire extinguisher**
fire exit	**fire alarm**	**fire door--keep close**

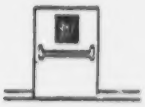
Match the words in **COLUMN A** with the pictures in **COLUMN B.**

COLUMN A

1. fire exit B
2. fire extinguisher _____
3. fire alarm _____
4. fire blanket _____
5. fire door--keep closed _____
6. fire hose _____

COLUMN B

A.

B. 

C.

D.

E.

F.

SPEAKING

Now go back to the above words and explain the following about each one:

1. what <u>are</u> the items?
2. how must they be used?
3. where are they located at your hotel?

WRITING

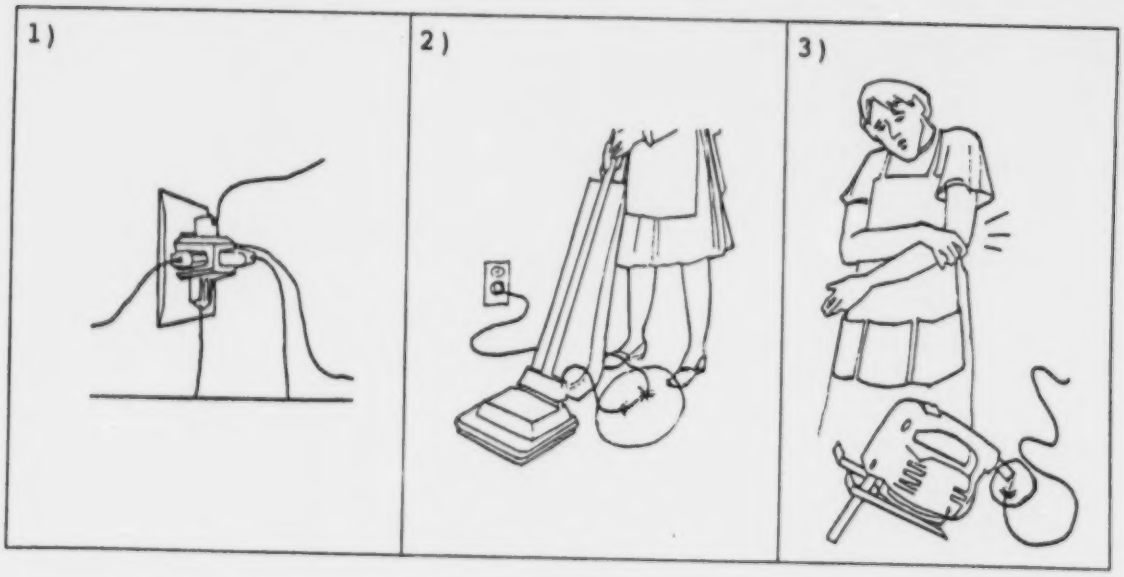
VOCABULARY:			
electricity	**to give a shock**		**cord**
frayed	**outlet**	**plugs**	**to overload**

Study the words in the box above.
Then, finish the sentences by writing the best word for each space.

1. Electricity makes the vacuum cleaner work.
2. The vacuum cleaner has a long _____.
3. The electrical _____ is on the wall.
4. The _____ is at the end of the cord and goes into the outlet.
5. When the cord is old and torn, it is _____.
6. Too many plugs in the outlet can make the outlet _____.
7. The electricity went through my arm; it gave me a _____.

SPEAKING

Tell what the problem is in each picture.



THINK ABOUT IT:

1. What items do you have to plug in the rooms?
2. What electrical items in the rooms may be dangerous to you?
3. Why do you have to be careful with electricity and water?
4. If the cord of your vacuum cleaner is frayed, what do you do?
5. If you overload an outlet, what problems can happen?

WRITING

Now fill out <u>both</u> ACCIDENT REPORT FORMS.

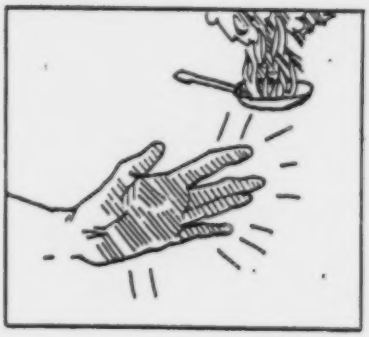
Use today's date and time.

The first worker is Robert Burns; the second is Annie Armstrong.

Use form # 1 for the first picture.

Use form # 2 for the second picture.

Picture # 1



ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

Picture # 2

ACCIDENT REPORT FORM
NAME _____ DATE _____ DATE OF INJURY _____ TIME _____
DESCRIBE THE INJURY:
DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?
DESCRIBE HOW THE ACCIDENT HAPPENED:
SIGNATURE _____ DATE _____

UNIT REVIEW (READING/SPEAKING)

Circle **TRUE** or **FALSE**. Explain all **FALSE** sentences.

1. When there is a fire at work, I call Housekeeping at extension 7106.
   T F

2. The fire exits on every floor are in the middle of the floor.
   T F

3. During a fire, it's faster to take an elevator.
   T F

4. A "bomb" is a special drink at parties.
   T F

5. When there is smoke, you should drop to the floor. Then, walk out on your hands and knees to where the air is good.
   T F

6. A "fire blanket" is a very warm blanket for sleeping better when it's a cold night.
   T F

7. You put the outlet <u>into</u> the plug.
   T F

8. A "frayed" cord means a new cord.
   T F

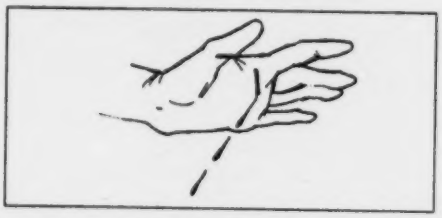
9. Too many plugs can overload an outlet.
   T F

10. An overloaded outlet can be a fire danger.
    T F

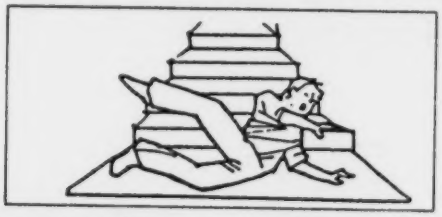
UNIT 4: SAFETY SIGNS & OTHER ACCIDENTS

GETTING READY

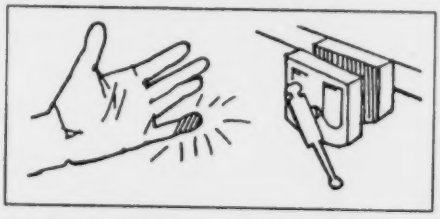
1. Can you get **cut** at your job? How?



2. Have you ever had a dangerous **fall** at work? Explain.



3. Can you **smash** your fingers in job?



4. Do you ever get **bruises**? How? Why?

MATCHING

Match the verbs in COLUMN A with their pictures in COLUMN B.

COLUMN A

1. to cut B
2. to strain _____
3. to twist _____
4. to trip _____
5. to hit _____
6. to drop _____
7. to smash _____
8. to drop _____

COLUMN B

A.

B.

C.

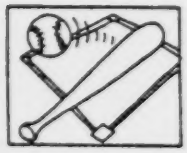
D.

E.

_____

F.

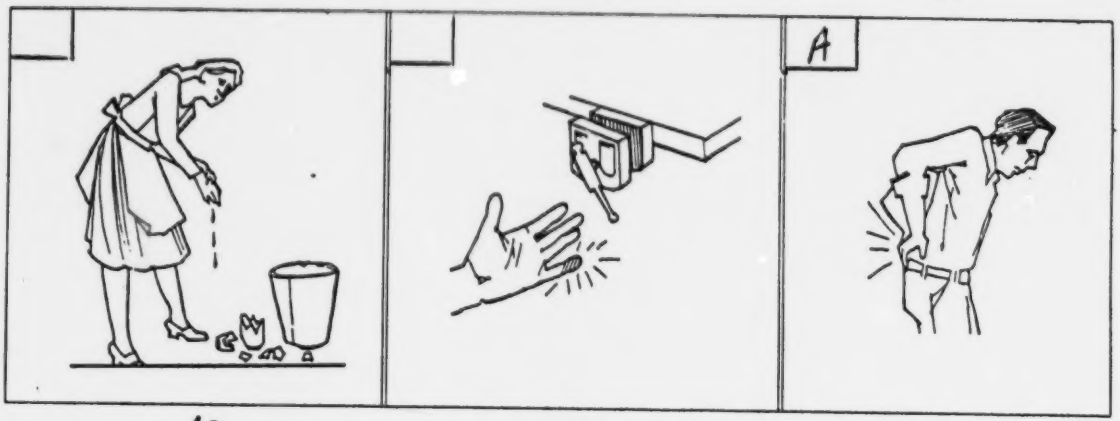
G.



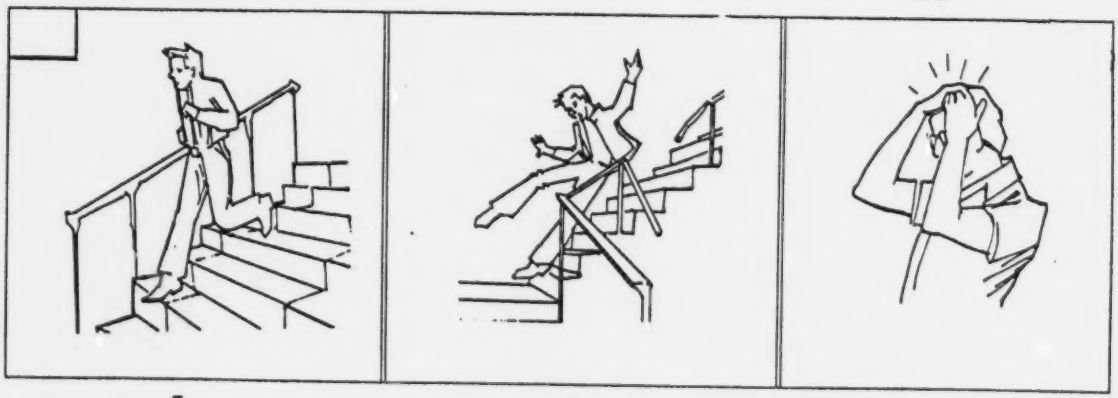
LISTENING

Listen to the dialogues on tape. Then, write the letter of the dialogue in the right picture below.

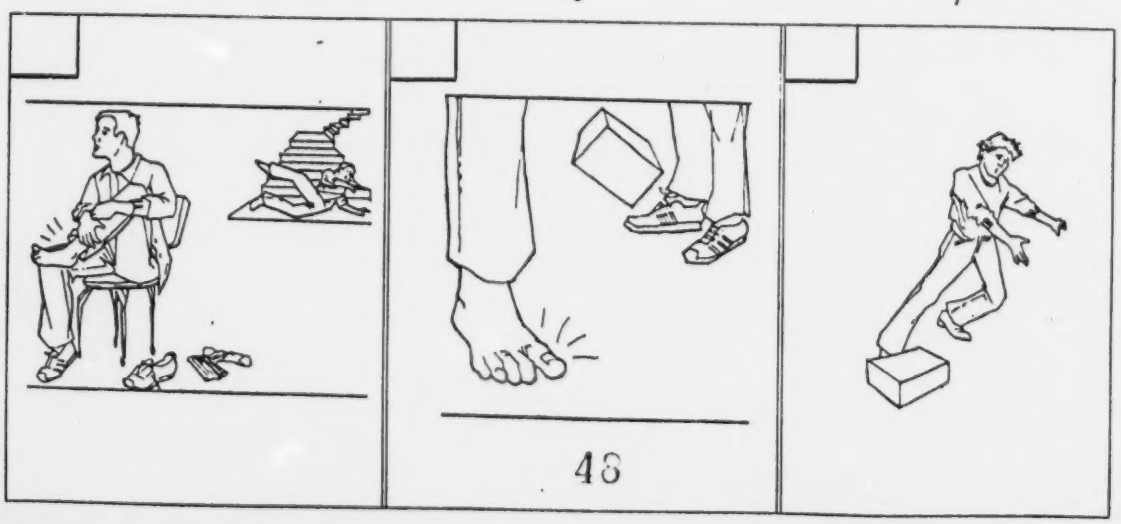
1. 2. 3.



4a 4b 4c



5 6 7



ROLE PLAY

Choose a partner and study the pictures. One person will be the doctor; the other will be the injured worker. Then, choose a second accident and change roles.

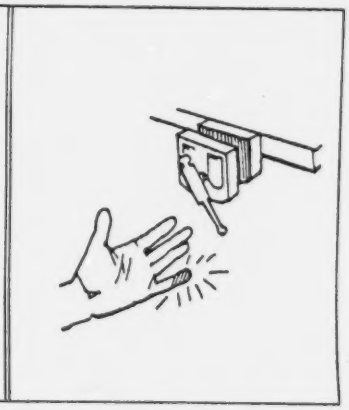
The doctor: ask what is wrong and how the accident happened. Then, give a solution to the worker's problem.

The worker: tell the doctor what is wrong with you and how the accident happened.

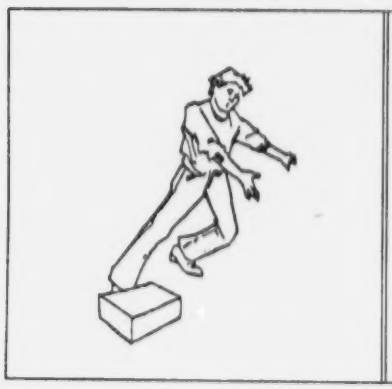
1.

2.

3.



4.



5.

6.

WRITING

Choose two of the accidents on the previous page.
For the first one, fill out **FORM A**; for the second one fill out **FORM B.**

FORM A

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

FORM B

ACCIDENT REPORT FORM

NAME _____ DATE _____

DATE OF INJURY _____ TIME _____

DESCRIBE THE INJURY:

DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?

DESCRIBE HOW THE ACCIDENT HAPPENED:

SIGNATURE _____

DATE _____

SPEAKING

Discuss what happened to each of the workers in the pictures below.

_____

WRITING

Now choose a partner and one of the pictures above. Then, write a short dialogue between the worker and the supervisor. The worker reports the accident and injury to the supervisor.

Worker: _____

Supervisor: _____

Worker: _____

Supervisor: _____

Worker: _____

Supervisor: _____

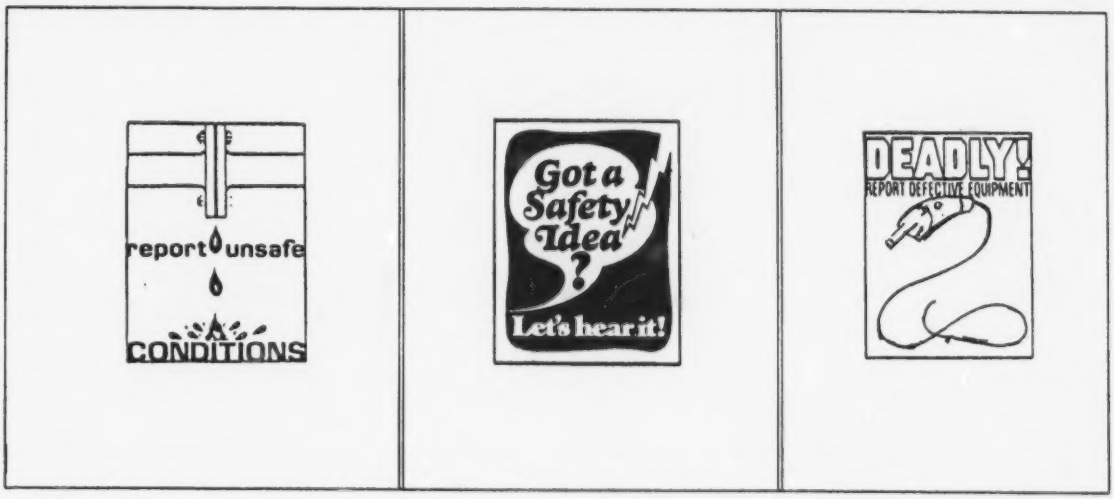
Worker: _____

Supervisor: _____

SPEAKING

Now look at the drawings below and tell why they are important.

1 2 3



THINK ABOUT IT:

1. Do you report unsafe conditions? Why or why not?
2. What are some examples?
3. How do you report unsafe conditions at your job?

UNIT REVIEW (READING/SPEAKING)

Read the sentences and circle **TRUE** or **FALSE**. Explain the **TRUE** answer for any **FALSE** sentence.

1. "To trip" is the same as "to travel".
   T (F)
2. A "strain" is the same as a "sprain".
   T F

3. "To drop" is the same as "to fall" or "to fall down".
   T F

4. A suggestion is a "good idea" you give to another person.
   T F

5. An "injury" is the same as an "accident".
   T F

6. "Fracture" means "break".
   T F

7. "Shock" means that you cut yourself.
   T F

8. "Unsafe" means "dangerous."
   T F

9. "Deadly" means "very dangerous to your life".
   T F

10. If you work safely, it means more money for your employer and for you.
    T F

UNIT 5: REPORTING ACCIDENTS

READING

Read the following dialogue and answer the questions below.

Lisa Chin had an accident. Here she talks to her supervisor.

Lisa: I want to report an accident.

Supervisor: What happened ?

Lisa: I slipped on some water on the stairs. It was dark.

Supervisor: Did you hurt yourself ?

Lisa: I think I hurt my leg. I can't walk on it.

Supervisor: OK. I'll look at the stairs.

Lisa: Thanks.

Supervisor: For now, go see the doctor. Then, begin filling out these accident forms.

Circle **TRUE (T)** or **FALSE (F)** according to the dialogue.

1. Lisa had an accident at home.
   T (F)
2. Lisa cut her hand when she was cleaning a room.
   T F
3. The stairs at work are well lighted.
   T F
4. The hotel is a safe place to work in.
   T F

READING/MATCHING

Lisa Chin is a 10-year employee in the Housekeeping Department at the Holiday Inn--Union Square in San Francisco. A few days ago, Lisa had an accident. She is now in the hospital. The words below are from the **ACCIDENT REPORT** form on the next page. Do you know these words? If you don't know them, ask your teacher. Then, match the words in **COLUMN A** with the information in **COLUMN B** to find out what happened.

COLUMN A		**COLUMN B**	
1. injured employee	J	A.	11/10/92
2. place of accident	_____	B.	water on dark stairs
3. date of accident	_____	C.	Vira and Betty
4. time of accident	_____	D.	worker did not turn on lights in stairs
5. date/time of report	_____	E.	11/11/92, 9:00 am
6. description of accident	_____	F.	5:00 p.m.
7. part of body injured	_____	G.	keep floors dry; turn lights on
8. unsafe condition	_____	H.	she slipped and fell
9. unsafe act	_____	I.	broken leg
10. witnesses	_____	J.	Lisa Chin
11. name/address of doctor	_____	K.	Holiday Inn--Union Square; stairs
12. safety advice	_____	L.	Dr. Marcus Welby, S.F. General Hospital

WRITING

Lisa now needs your help. She does not read or write English. She needs you to help her fill out this **ACCIDENT REPORT** form.

HOLIDAY INN · UNION SQUARE
ACCIDENT REPORT

1. Name of injured employee? _____
2. Where did accident occur? _____
3. Date of accident: _____ Time of accident: _____
4. Report by claimant· Date _____ Time _____
5. Description of accident (give complete details) _____
6. Part of body that was injured _____
7. Was employee referred to Doctor or Hospital? Yes_____ No_____
   Name & Address of Doctor _____
8. Did any unsafe condition of the premises cause this accident ? _____
9. Did any unsafe act of the injured person or another employee cause this accident?
10. Witnesses: _____
11. What can be done to prevent recurrence of this accident? _____

READING/MATCHING

Lisa reported her accident to her supervisor. The supervisor then gave her an **INSURANCE CLAIM** form to fill out. Workers file claims with their insurance companies. The insurance company then says YES or NO to doctors' bills.

Lisa needs your help again because she does not read or write English. Let's help her file her insurance claim. The words below are from the **INSURANCE CLAIM** form. Do you know them? If you don't, ask your teacher. Then, do the exercise below.

Match **COLUMN A** with **COLUMN B.**

1.	male C	a.	birthday
2.	female_____	b.	person with insurance
3.	date of birth_____	c.	boys or men
4.	injury_____	d.	family of person insured
5.	dependent_____	e.	problem to the body from an accident
6.	claimant_____	f.	girls or women
7.	unable to work_____	g.	back to work
8.	relation_____	h.	part-time or full-time student
9.	school units_____	i.	worker's insurance number
10.	policy number_____	j.	to happen
11.	to occur_____	k.	father, mother, brother, sister
12.	resume work_____	l.	can't work

WRITING

Lisa now needs your help. She does not read or write English. She needs you to help her fill out this **ACCIDENT REPORT** form.

HOLIDAY INN - UNION SQUARE
ACCIDENT REPORT

1. Name of injured employee? _____
2. Where did accident occur? _____
3. Date of accident: _____ Time of accident: _____
4. Report by claimant- Date _____ Time _____
5. Description of accident (give complete details) _____
6. Part of body that was injured _____
7. Was employee referred to Doctor or Hospital? Yes_____ No_____
   Name & Address of Doctor _____
8. Did any unsafe condition of the premises cause this accident ? _____
9. Did any unsafe act of the injured person or another employee cause this accident?
10. Witnesses: _____
11. What can be done to prevent recurrence of this accident? _____

Supervisor making investigation: Name _____
Title _____
Date _____

READING

Lisa Chin's family does not have good luck. After her accident, Lisa can't cook for her family. Lisa's daughter, Annie, does the cooking for Lisa, for her husband, and for their two sons.

Annie is only 13 years old. She does not have much experience in the kitchen. Yesterday, she was preparing dinner and she dropped a heavy pot. The pot was full of boiling water. The hot water burned all of Annie's right arm.

Lisa has insurance with Holiday Inn--Union Square. Annie is Lisa's dependent. She can get medical help with her mother's insurance. Mr. Nian Chin, Lisa's husband, is now unemployed. Lisa's medical insurance is the only insurance for all the family.

MRS. CHIN AND LITTLE ANNIE CHIN

COMPREHENSION CHECK

How much did you understand ?
Circle **TRUE (T)** or **FALSE (F)** about the reading.

1.	Lisa's family has good luck.	T	(F)
2.	Lisa cooks every night for her family.	T	F
3.	Annie is 23 years old.	T	F
4.	Annie broke her left leg.	T	F
5.	Lisa is Annie's dependent.	T	F
6.	Mr. Chin is a very rich man.	T	F

WRITING

Remember, Lisa still does not read or write English. Let's help Lisa fill out another **INSURANCE CLAIM** form below. This time, the form is for her daughter's accident.

SAN FRANCISCO CULINARY, BARTENDERS & SERVICE EMPLOYEES WELFARE FUND

Claims Paid By:
CNA Insurance Companies
P.O. Box 30105
Terminal Annex Station
Los Angeles, CA 90030
Toll Free Number (800) 262-0213

Policy Number A-88277

TO BE COMPLETED BY EMPLOYEE (Please Note: Failure To Complete This Form IN FULL May Delay Payment Of Your Claim)

1. _____ ☐ Male ☐ Female
Please Print Last Name First Middle

Home Address

City/State/Zip Code

Name of Employer (Firm Name)

Employer's Address Telephone or Ext

Date Employed Date of Birth Home Phone Number

Local Union Number Social Security Number

2. Describe Illness or Injury:

	Yes	No	
3.	☐	☐	Is This A Dependent Claim?
4.	☐	☐	Are You Married?
5.	☐	☐	Is Illness Or Injury Due To Claimant's Occupation?
6.	☐	☐	Are You (Or Dependent, If A Dependent Claim) Insured Under Any Other Group Hospital Or Surgical Plan?
7.	☐	☐	Was This An Injury Due To An Accident? If So, Please Give The Details
8.	☐	☐	If An Employee Claim, Have You Been Unable To Work?

9. The above answers are true and correct to the best of my knowledge. I hereby authorize any physician, surgeon, practitioner or other person, any hospital, including veterans administration or governmental hospital, any medical service organization, any insurance company, or any other institution or organization to release to each other any medical or other information acquired, including benefits paid or payable concerning this or other disabilities. A photostat of this authorization shall be as valid as the original.

9 _____ Date
Employee's Signature

10 _____ Date
Spouse's Signature

3a. Full Name of Dependent

Date of Birth Relation to Employee

If dependent is a full-time student, 18 years of age or older, give name and address of school

Name of School # units taken

City State Zip Code

4a. Name of Spouse

Spouse's Occupation Spouse's Social Security No.

Name of Spouse's Employer

Address of Spouse's Employer

Name of Spouse's Union Membership

6a. Other Policy Number Name Of Other Insurance Company Or Plan

Address Of Other Insurance Company's Claims Settlement Office

7a. Date Of Accident Hour (a.m./p.m.) Where Did Accident Occur?

Describe The Accident Fully

8a First Full Day Unable To Work Date ☐ Resumed Work ☐ Expected To Resume

THE ATTENDING PHYSICIAN MUST COMPLETE THE REVERSE SIDE OF THIS FORM

PATIENT MUST SIGN AUTHORIZATION TO RELEASE INFORMATION ON REVERSE SIDE OF FORM

Continental Assurance Company
CNA

L 419-448D

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READING

Lisa Chin is now out of the hospital. She is OK. But Lisa does not want other workers to have the same accident and injury that she had. Lisa filled out an **EMPLOYEE SAFETY INFORMATION FORM** like the one in the box below. She hopes this will help the hotel make the workplace safer. Lisa wants everyone to work safely, the workers in Housekeeping and all the other hotel employees.

Fill out the form below and help Lisa tell her supervisor about the unsafe conditions at the hotel.

EMPLOYEE SAFETY INFORMATION FORM

This form is for use by employees who wish to provide a safety suggestion or report an unsafe workplace condition or practice.

Description of Unsafe Condition or Practice: _____

_____

Causes or Other Contributing Factors: _____

_____

Employees's Suggestion for Improving Safety: _____

_____

Has This Matter Been Reported to the Area Supervisor? _____
Employee Name (Optional): _____
Department: _____

Employees are advised that use of this form or other reports of unsafe conditions or practices are protected by law. It would be illegal for the employer to take any action against an employee in reprisal for exercising rights to participate in communications involving safety.

The employer will investigate any report or question as required by the Injury and Illness Prevention Program Standard (8 CCR Section 3203) and advise the employee who provided the information or the workers in the area of the employers' response.

THINK ABOUT IT:

1. Have you ever filled out a **SAFETY INFORMATION** form?
2. Why or why not?
3. Who do you give the form to?
4. Why is this form necessary?
5. Why do your supervisors want your ideas?

UNIT 6: HOTEL SECURITY

GETTING READY

1. Have you ever seen a **robbery** or other **crime**?
2. Have you ever seen any **strange people** at your hotel?
3. Has there ever been a **disturbance** while you were working?

READING

Match the picture or words in **COLUMN A** with the information in **COLUMN B.**

crime	**robbery / theft**
purse snatcher	**robber / thief**
strange person	**disturbance**
luggage	

1. crime _____
2. robbery / theft _____
3. robber / thief _____
4. purse snatcher _____
5. strange person _____
6. disturbance _____
7. luggage _____

A.

B. Something that is against the law.

C.

D. When someone takes something without asking.

E.

F

G.

READING

to report	to pick
to grab / to snatch	to punch
to steal (stole)	to borrow

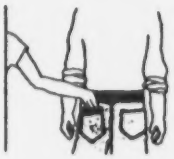
Match the actions in COLUMN A with the pictures in COLUMN B.

1. to report _____
2. to grab/to snatch _____
3. to steal _____
4. to borrow _____
5. to pick _____
6. to punch _____

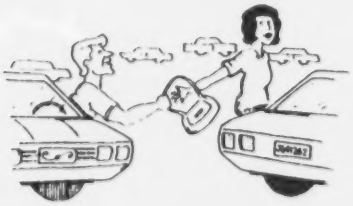
A.

B.

C.



D.



E.

F.

READING

tall	**short**	**young**	**old**	**thin**	**skinny**
blond	**brunette**	**brown**	**black**	**Black**	**Hispanic**
white	**Caucasian**	**Asian**	**Middle Eastern**		**moustache**

Circle the **TRUE (T)** or **FALSE (F)**.

1. What does Bob look like?

a. Bob looks tall. T or F

b. Bob looks Caucasian. T or F

c. Bob has black hair. T or F

2. What does Margaret look like?

a. Margaret looks young. T or F

b. Margaret has brown hair. T or F

c. Margaret looks Hispanic. T or F

3. What does David look like?

a. David looks thin / skinny. T or F

b. David has a mustache. T or F

c. David looks Middle Eastern. T or F

4. What does Betty look like?

a. Betty has blonde hair. T or F

b. Betty looks Asian. T or F

c. Betty has short hair T or F

5. What does Edward look like?

a. Edward looks Black. T or F

b. Edward looks short. T or F

c. Edward looks thin. T or F

READING/LISTENING

Circle **True (T)** or **False (F)**.

1. What is he wearing?

a. He is wearing a hat. T or F

b. He is wearing shorts. T or F

c. He is wearing a t-shirt. T or F

d. He is wearing gym shoes. T or F

2. What is she wearing?

a. She is wearing glasses. T or F

b. She is wearing a coat. T or F

c. She is wearing a skirt. T or F

d. She is wearing a blouse. T or F

READING

who	**what**	**where**
when	**how**	**why**

Fill in the blanks using a question word from the box above. Some sentences may take more than one question word.

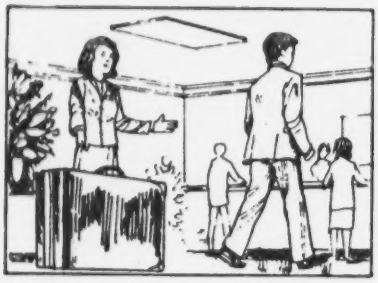
1. _____ is the Holiday Inn--Union Square?
2. _____ does your English class finished?
3. "_____ are you?"

   "I am fine. Thank you."
4. _____ is the wrong with the T.V.?
5. _____ isn't the teacher here?
6. _____ is the new housekeeper?
7. _____ is the telephone number for the front desk?
8. _____ cleaned room 1234?
9. _____ is Golden Gate Park?
10. _____ is the weather like in San Francisco?
11. _____ is the swimming pool open?
12. _____ doesn't the vacuum cleaner work?

57

READING/SPEAKING

Dialoque #1:



Kai: Help!

Security: Are you OK? What happened?

Kai: Somebody stole my luggage!

Security: When?

Kai: About 5 minutes ago.

Security: Where?

Kai: By the lobby elevator.

Security: Did you see who did it?

Kai: No, I wasn't paying attention to my luggage.

Security: Why not?

Kai: I was very sleepy. I just arrived from Hong Kong.

Security: How did the thief steal your luggage?

Kai: I was waiting for the elevator, which was very slow. I put my luggage down because I was tired. When I reached for it, it was gone!

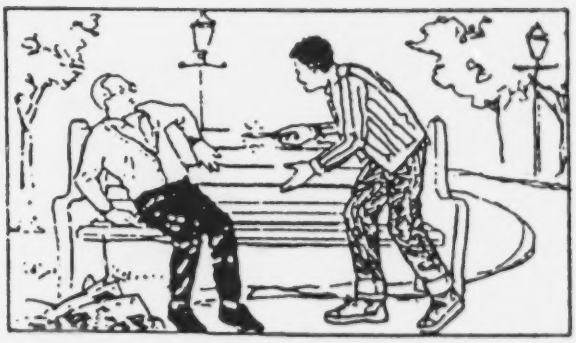
Security: What did you luggage look like?

Kai: It was a large travel bag and made of brown leather. One wheel on the bottom is missing. A white and red sticker is on the side.

Security: We'll look for your luggage right away.

READING/SPEAKING

Dialogue #2:



Dan: Help!

Police: What's the problem?

Dan: I've been robbed!

Police: How?

Dan: Someone pulled a knife on me.

Police: Where?

Dan: I was sitting on a bench in Union Square.

Police: When?

Dan: Half a hour ago, around 5 P.M.

Police: What did he look like?

Dan: He was a young Asian man.

Police: What was he wearing?

Dan: He was wearing blue jeans, gym shoes, and an old shirt over a t-shirt.

Police: OK. We'll look into it.

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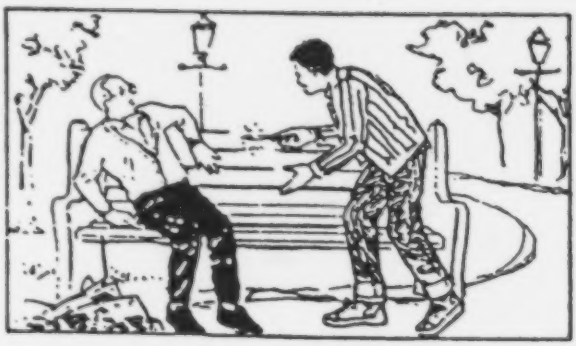
READING/SPEAKING

Dialogue #2:



Dan: Help!

Police: What's the problem?

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Police: How?

Dan: Someone pulled a knife on me.

Police: Where?

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Police: When?

Dan: Half a hour ago, around 5 P.M.

Police: What did he look like?

Dan: He was a young Asian man.

Police: What was he wearing?

Dan: He was wearing blue jeans, gym shoes, and an old shirt over a t-shirt.

Police: OK. We'll look into it.

59

SPEAKING

You are a police officer. A crime just happened.
Your partner is a witness.
Ask your partner questions to find out about the crime.

CRIME #1:

CRIME #2:

READING

Bill (Security) **Ming (Houseman)**

Bill: Security. Bill speaking.

Ming: I want to report a crime.

Bill: Who's calling?

Ming: It's Ming.

Bill: OK, Ming. I'm listening.

Ming: Some luggage was stolen.

Bill: Say that again.

Ming: I saw two strange people.
They were standing by the telephones.
A guest was talking on the phone.
Two men took his luggage.

Bill: How many did you see?

Ming: Two.

Bill: What did they look like?

Ming: One was Black and one was White. I did not get a good look at them. They were both wearing sun glasses and hats. They were also wearing long rain coats.

Bill: Thanks for calling. I'll take care of it.

61

READING

May (Executive Housekeeper) **Sunny (Asst. Exec. Housekeeper)**

May: Hello. Housekeeping.

Sunny: I want to report a disturbance.

May: Who's calling?

Sunny: Sunny.

May: Sunny, where are you?

Sunny: I'm on the ninth floor.

May: Ninth floor. What's happening?

Sunny: There's a fight by the ninth floor elevators.

May: What was that?

Sunny: I saw a fight on the ninth floor.
Two people are yelling.

May: Did you see anyone else?

Sunny: Yes.

May: Good!

Fay (Inspectress) Jenny (Housekeeper)

Fay: Hello. Housekeeping.

Jenny: This is Jenny.
I want to report a strange person.
I am on the fifth floor.

Fay: OK. A strange person. What happened?

Jenny: Someone tried to borrow my pass key.

Fay: I'm sorry, what did you say?

Jenny: I saw a strange person.
He said he lost his key.
He wanted to borrow my pass key.

Fay: Did you give him your pass key?

Jenny: Of course not!

Fay: Did you call security yet?

Jenny: No.

Fay: OK. I'll call security, right away.

63

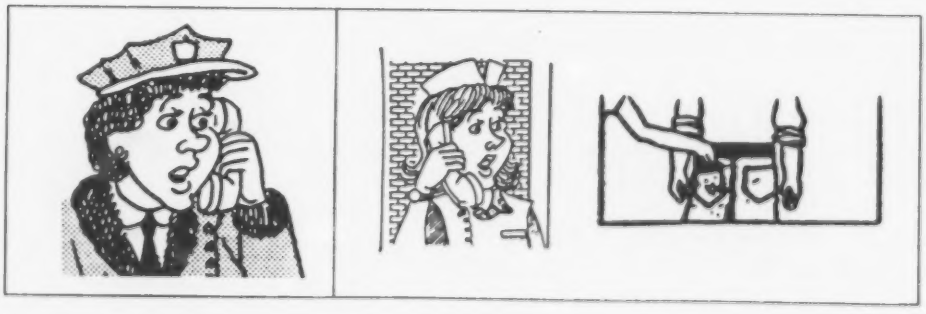
SPEAKING/LISTENING

You are a police officer. A crime just happened in the hotel. Your partner is a witness. Ask your partner questions to find out about the crime.

CRIME #1:

CRIME #2:

CRIME #3:



HOLIDAY INN--UNION SQUARE

Module 2

ADDENDA

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2, UNIT 1

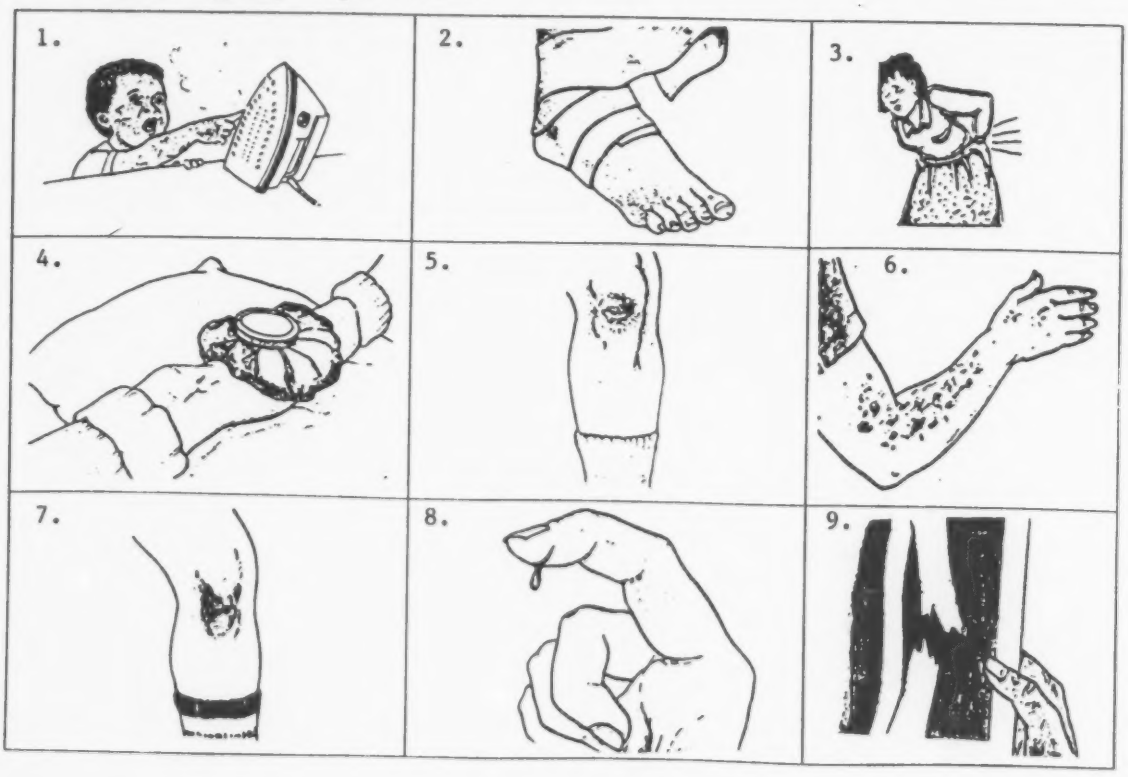
REVIEW

VOCABULARY:

to cut	to burn	to break
to strain	to bruise	to sprain
a cast	a bandage	a rash
a bruise	a sprain	a burn
	a cold pack	

SPEAKING

1. Tell what is the injury or health problem in each picture.
2. Then, explain if any of these problems happen to you in the Housekeeping Department.



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SPEAKING

1. Tell <u>what are</u> the remedies and medicines below.

2. Then, explain <u>when</u> do you use them and for <u>which</u> injuries or health problems.

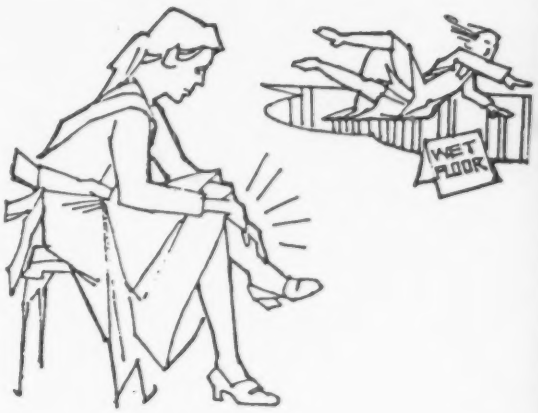
HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2, UNITS 2-4

REVIEW 1

Read the following sentences and circle the correct answer. Circle only one answer for each sentence.

EXAMPLE: You work at the hotel ...

a. San Francisco Hilton.
b. Ramada Inn.
c. Holiday Inn--Union Square.



1. The floor is dangerous when it is ...

a. clean and white.
b. slippery and wet.
c. new and plastic.

2. The right order is ...

a. I fell down, I broke my leg, I slipped.
b. I broke my leg, I slipped, I fell down.
c. I slipped, I fell down, I broke my leg.

3. Another worker left a broom in the hallway and ...

a. I tripped over the broom.
b. I slipped over the broom.
c. I dripped over the broom.

4. Chemicals are dangerous because ...

a. they can burn the skin.
b. the fumes make you dizzy.
c. they make you pass out.
d. a., b. and c.

5. Fumes are in ...

a. chemicals
b. paint
c. fire
d. a., b., and c.

6. I don't _____ the fumes.

a. please
b. breathe
c. bleed

7. When there is a fire at the hotel,

a. I call 911 and finish the room.
b. I call Housekeeping and finish the room.
c. I call Housekeeping and leave the floor.

8. Where there is a fire,

a. I take the elevator and leave.
b. I take the stairs and leave.
c. I go by a window.

9. At my hotel, the fire exits are ...

a. by the elevators.
b. in the middle of the floor.
c. in the Housekeeping room.

10. A bomb is ...

a. something for a party.
b. something that writes in English.
c. something that explodes.

EXTRA CREDIT:

"Exit" is ...

a. "closed"
b. "in"
c. "out"

"FIRE EXIT" is ...

a. a door where the fire leaves.
b. a door where you leave everyday.
c. a door where you leave when there is fire.

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2, UNITS 2-4

REVIEW 2

Read the following sentences and circle the correct answer. Circle only one answer for each sentence.

EXAMPLE: You work at the hotel ...

a. San Francisco Hilton.
b. Ramada Inn.
c. Holiday Inn--Union Square.

1. The floor is dangerous when the sign says ...

a. clean and white.
b. wet floor.
c. step on me.

2. I moved the refrigerator into the guest's room. Now, my lower back hurts. I have a ...

a. sprain.
b. stain.
c. strain.

3. Leaving brooms, buckets, and equipment in the hallway is dangerous because ...

a. A housekeeper may slip over a broom.
b. A housekeeper may trip over a broom.
c. A housekeeper may skip over a broom.

4. I feel dizzy when I ...

a. breathe chemicals.
b. smell paint.
c. ride the crowded #38 bus.
d. a. and b.

5. I wear rubber gloves when I ...

a. use chemicals.
b. get the guest's garbage.
c. pick up broken glass.
d. use chemicals, get the guest's garbage, and pick up broken glass

6. When there is a fire at the hotel,

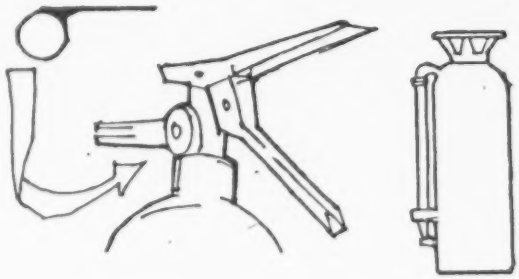
a. I call 911 and run to a window.
b. I call Housekeeping and finish the room.
c. I call Housekeeping and leave the floor.

7. When I hear the fire alarm,

a. I take the elevator and leave.
b. I take the stairs and leave.
c. I keep cleaning. I have 3 more rooms to clean.

8. At my hotel, the fire exits are ...

a. by the elevators.
b. in the middle of the floor.
c. in the Housekeeping room.
d. somewhere else.



9. Put the instructions below in order.

To use a fire extinguisher ...
I press the handle. I point at fire. I pull out the pin.

1. _____

2. _____

3. _____

10. Fill out <u>one</u> of the two the accident report forms.

A.

ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

B.

ACCIDENT REPORT FORM

NAME _____ DATE _____

DATE OF INJURY _____ TIME _____

DESCRIBE THE INJURY:

DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?

DESCRIBE HOW THE ACCIDENT HAPPENED:

SIGNATURE _____

DATE _____

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2, UNIT 5

REVIEW 3

Show which word is the most similar by circling the right answer. Follow the example.

EXAMPLE: teacher

(a.) instructor
b. cook
c. student

1. claimant

a. person who sends a claim
b. person who pays a claim
c. person who receives a claim

2. to refer

a. to receive
b. to send
c. to report

3. the premises

a. a person
b. a television program
c. a place

4. unsafe

a. happy
b. dangerous
c. rich

5. witness

a. a person in an accident
b. a person at the hospital
c. a person who saw an accident

6. to occur

a. to work
b. to happen
c. to make

7. dark

a. no light
b. too bright
c. too light

8. advice

a. a good idea
b. a bad job
c. a normal day

9. injured

a. poor
b. old
c. hurt

10. to fill out (a form)

a. to begin
b. to write
c. to finish

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2 UNIT 5

REVIEW 4

Read the story below. Then, work with a partner to fill out the **ACCIDENT REPORT FORM** on the next page.

Pay special attention to the words underlined.

May Ling Wong is a friend of Lisa Chin. Both women work at the Holiday Inn hotel near Union Square. May Ling is very accident-prone. Yesterday, she had an accident. It occurred half an hour after she came to work. May Ling sat down on a chair. One leg of the chair was loose. The leg of the chair broke. May Ling fell to the floor and hit her head on the floor. Now May Ling has a head concussion. Her friend Lisa Chin saw the accident and called their supervisor on the double. Early the next day, the supervisor reported the problem to the insurance company.

WRITING

INSURANCE CLAIM

SAN FRANCISCO CULINARY, BARTENDERS & SERVICE EMPLOYEES WELFARE FUND

Claims Paid By:
CNA Insurance Companies
P.O. Box 30108
Terminal Annex Station
Los Angeles, CA 90030
Toll Free Number (800) 262-0213

Policy Number A-68277

TO BE COMPLETED BY EMPLOYEE! (Please Note: Failure To Complete This Form IN FULL May Delay Payment Of Your Claim)

1. ☐ Male ☐ Female
Please Print Last Name First Middle
Home Address
City/State/Zip Code
Name of Employer (Firm Name)
Employer's Address Telephone or Ext.
Date Employed Date of Birth Home Phone Number
Local Union Number Social Security Number

2. Describe Illness or Injury

	Yes	No	
3.	☐	☐	Is This A Dependent Claim?
4.	☐	☐	Are You Married?
5.	☐	☐	Is Illness Or Injury Due To Claimant's Occupation?
6.	☐	☐	Are You (Or Dependent, If A Dependent Claim) Insured Under Any Other Group Hospital Or Surgical Plan?
7.	☐	☐	Was This An Injury Due To An Accident? If So, Please Give The Details
8.	☐	☐	If An Employee Claim, Have You Been Unable To Work?

9. The above answers are true and correct to the best of my knowledge. I hereby authorize any physician, surgeon, practitioner or other person, any hospital, including veterans administration or governmental hospital, any medical service organization, any insurance company, or any other institution or organization to release to each other any medical or other information acquired, including benefits paid or payable, concerning this or other disabilities. A photostat of this authorization shall be as valid as the original.

9 Employee's Signature Date

10 Spouse's Signature Date

Full Name of Dependent
Date of Birth Relation to Employee
3a. If dependent is a full-time student, 19 years of age or older, give name and address of school
Name of School # Units Taken
City State Zip Code

4a. Name of Spouse
Spouse's Occupation Spouse's Social Security No.
Name of Spouse's Employer
Address of Spouse's Employer
Name of Spouse's Union Membership

6a. Other Policy Number Name Of Other Insurance Company Or Plan
Address Of Other Insurance Company's Claims Settlement Office

7a. Date Of Accident Hour (a.m./p.m.) Where Did Accident Occur?
Describe The Accident Fully

8a. First Day Unable To Work Date ☐ Resumed Work ☐ Expected To Resume

THE ATTENDING PHYSICIAN MUST COMPLETE THE REVERSE SIDE OF THIS FORM

PATIENT MUST SIGN AUTHORIZATION TO RELEASE INFORMATION ON REVERSE SIDE OF FORM

Continental Assurance Company

L 4194480

CNA
For All the Commitments You Make

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HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
UNIT 5--MODULE 5

REVIEW 5

Choose the best answer from the different choices.
Circle your answer. Follow the example.

EXAMPLE: The teacher is ... .

a) Chinese
(b) American
c) French

1) premises

a) something you say you will do
b) a place
c) an injury

2) unsafe

a) not clean
b) not broken
c) dangerous

3) witness

a) somebody who sees an accident
b) somebody who has an accident
c) somebody who pays for an accident

4) injured

a) unsafe
b) small
c) hurt

5) female

a) men and boys
b) women and girls
c) children

6) dependent

a) worker with insurance
b) family of person insured
c) part-time students

7) unable

a) you can
b) you can't
c) you don't want to

8) to resume

a) to send a letter
b) to write a report
c) to go back to something

9) to occur

a) to happen
b) to think
c) to ask

10) claimant

a) worker insured
b) worker's dependent
c) insurance company

11) school units

a) fulltime/part-time student
b) English classes
c) children's school

12) relation

a) report
b) recurrence
c) family

13) date of birth

a) place where you were born
b) your astrology sign
c) your birthday

14) to file

a) to fire
b) to fine
c) to send

15) a claim

a) an insurance report
b) a school test
c) a birth certificate

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2 -- POST-TEST (300)

DATE:_____ **NAME:**_____

Read the questions about parts of the body and write your answer in the spaces provided.

What is ...

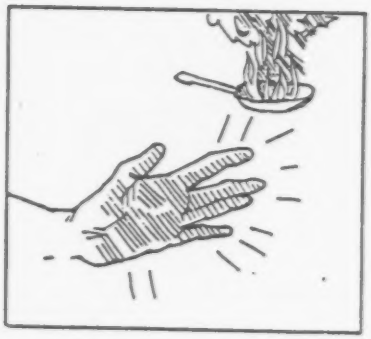
1. between the head and the shoulders? the neck
2. between the hand and the arm? _____
3. between the foot and the leg? _____
4. between the thigh and the lower leg? _____
5. between the upper and the lower arm? _____
6. between the stomach and the legs? _____
7. between the arm and the chest? _____
8. at the end of your feet? _____
9. on top of your neck? _____
10. on the sides of your head? _____
11. between your waist and your knee? _____

Match the words in **COLUMN A** with the words in **COLUMN B.**

COLUMN A		**COLUMN B**
1. bruise	B	A. happens with a knife
2. burn	_____	B. black and blue
3. cut	_____	C. happens with fire
4. fracture	_____	D. a hurt body part
5. poisoning	_____	E. a bad twist
6. shock	_____	F. very dangerous drink
7. sprain	_____	G. a twisted muscle
8. strain	_____	H. happens with electricity
9. injury	_____	I. a broken bone

Look at the pictures on this page and the following page.
Choose one of the pictures.
Then, fill out the form for that picture.

Picture # 1



ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

Picture # 2

ACCIDENT REPORT FORM

NAME _____ DATE _____

DATE OF INJURY _____ TIME _____

DESCRIBE THE INJURY:

DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?

DESCRIBE HOW THE ACCIDENT HAPPENED:

SIGNATURE _____

DATE _____

MATCHING 79

Match the verbs in COLUMN A with their pictures in COLUMN B.

COLUMN A

1. to cut B
2. to strain _____
3. to twist _____
4. to trip _____
5. to hit _____
6. to drop _____
7. to smash _____

COLUMN B

A.

B.

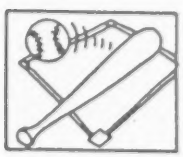
C.

D.

E.

F.

G.



Read the sentences and circle **TRUE** or **FALSE**.

1. "To trip" is the same as "to travel".
   T F

2. A "strain" is the same as a "sprain".
   T F

3. "To drop" is the same as "to fall" or "to fall down".
   T F

4. A suggestion is a "good idea" you give to another person.
   T F

5. An "injury" is the same as an "accident".
   T F

6. "Fracture" means "break".
   T F

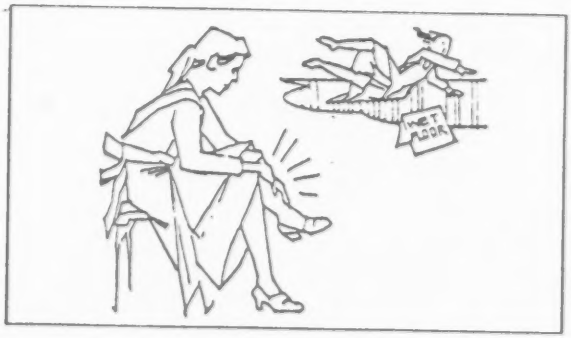
7. "Shock" means that you cut yourself.
   T F

8. "Unsafe" means "dangerous."
   T F

9. "Deadly" means "very dangerous to your life".
   T F

10. If you work safely, it means more money for your employer and for you.
    T F

Now look at the picture below and fill out the accident report form on the next page. Remember to use the information for Lisa Chin.



WRITING

Lisa now needs your help. She does not read or write English. She needs you to help her fill out this **ACCIDENT REPORT** form.

SAN FRANCISCO CULINARY, BARTENDERS & SERVICE EMPLOYEES WELFARE FUND

Claims Paid By:
CNA Insurance Companies
P.O. Box 30105
Terminal Annex Station
Los Angeles, CA 90030
Toll Free Number (800) 262-0213

Policy Number A-68277

TO BE COMPLETED BY EMPLOYEE! (Please Note: Failure To Complete This Form IN FULL May Delay Payment Of Your Claim)

1. ☐ Male ☐ Female
Please Print Last Name First Middle
Home Address
City/State/Zip Code
Name of Employer (Firm Name)
Employer's Address Telephone or Ext.
Date Employed Date of Birth Home Phone Number
Local Union Number Social Security Number

2. Describe Illness or Injury:

	Yes	No	
3.	☐	☐	Is This A Dependent Claim?
4.	☐	☐	Are You Married?
5.	☐	☐	Is Illness Or Injury Due To Claimant's Occupation?
6.	☐	☐	Are You (Or Dependent, If A Dependent Claim) Insured Under Any Other Group Hospital Or Surgical Plan?
7.	☐	☐	Was This An Injury Due To An Accident? If So, Please Give The Details.
8.	☐	☐	If An Employee Claim, Have You Been Unable To Work?

9. The above answers are true and correct to the best of my knowledge. I hereby authorize any physician, surgeon, practitioner or other person, any hospital, including veterans administration or governmental hospital, any medical service organization, any insurance company, or any other institution or organization to release to each other any medical or other information acquired, including benefits paid or payable, concerning this or other disabilities. A photostat of this authorization shall be as valid as the original.

9. Employee's Signature Date

10. Spouse's Signature Date

3a. Full Name of Dependent
Date of Birth Relation to Employee
If dependent is a full-time student, 19 years of age or older, give name and address of school
Name of School # units taken
City State Zip Code

4a. Name of Spouse
Spouse's Occupation Spouse's Social Security No.
Name of Spouse's Employer
Address of Spouse's Employer
Name of Spouse's Union Membership

6a. Other Policy Number Name Of Other Insurance Company Or Plan
Address Of Other Insurance Company's Claims Settlement Office

7a. Date Of Accident Hour (a.m./p.m.) Where Did Accident Occur?
Describe The Accident Fully:

8a. First Full Day Unable To Work Date ☐ Resumed Work ☐ Expected To Resume

THE ATTENDING PHYSICIAN MUST COMPLETE THE REVERSE SIDE OF THIS FORM

PATIENT MUST SIGN AUTHORIZATION TO RELEASE INFORMATION ON REVERSE SIDE OF FORM

Continental Assurance Company
CNA
For All the Commitments You Make

L 418-448D

BEST COPY AVAILABLE

HOLIDAY INN--UNION SQUARE
HOUSEKEEPING DEPT.
MODULE 2 -- POST-TEST (100)

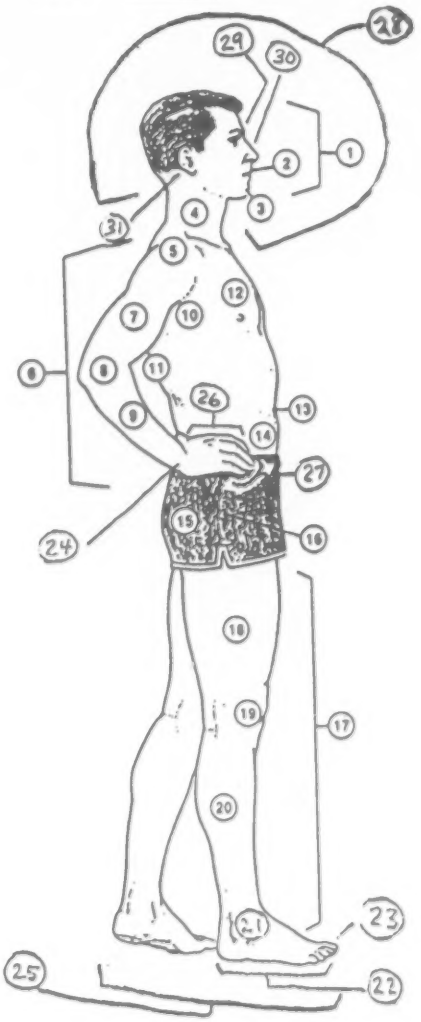
DATE:_____ **NAME:**_____

I. BODY PARTS

Look at the picture and write the number of the body part.

Example: Y. face _____

A. mouth _____
B. neck _____
C. chest _____
D. back _____
E. knee _____
F. foot _____
G. wrist _____
H. shoulder _____
I. arm _____
J. waist _____
K. hip _____
L. thigh _____
M. feet _____
N. leg _____
O. upper arm _____
P. lower arm _____
Q. elbow _____
R. hand _____
S. head _____
T. nose _____
U. toes _____



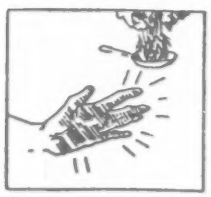
V. ear _____
W. eye _____
X. fingers _____

II. INJURY

Match COLUMN A with COLUMN B

Example: C

1.

2. 

3.

4.

5.

6.

A. bruise

B. burn

C. cut

D. fracture / broken

E. poison

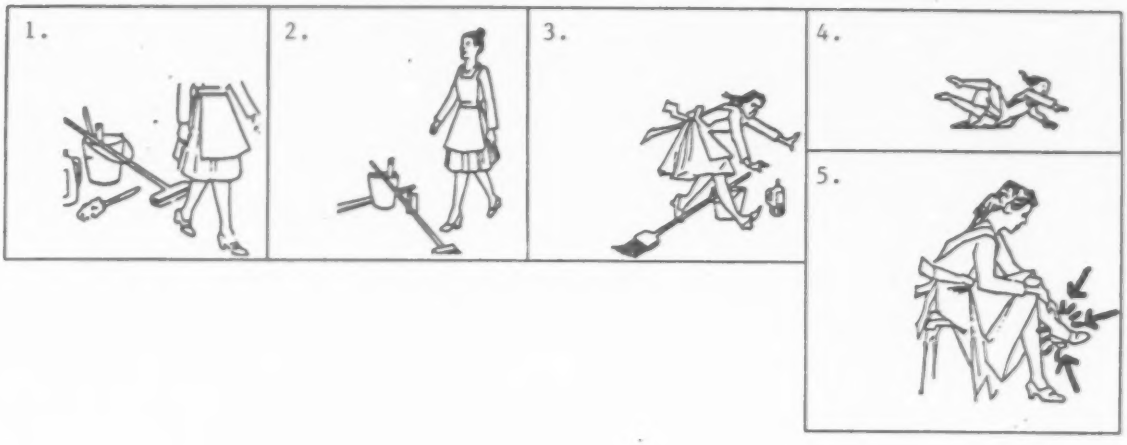
F. sprain

G. strain

III. REPORTING AN ACCIDENT

**May Chin is a good housekeeper. She is very busy.
Last Friday at 2 PM, she hurt herself.**

Look at the picture and fill in the accident report form.



ACCIDENT REPORT FORM

NAME _____ DATE _____
DATE OF INJURY _____ TIME _____

DESCRIBE THE INJURY:

DO YOU HAVE A SUGGESTION FOR PREVENTING THIS TYPE OF ACCIDENT?

DESCRIBE HOW THE ACCIDENT HAPPENED:

SIGNATURE _____
DATE _____

IV. INSURANCE

Match COLUMN A with COLUMN B

Example: date of birth A

1. injury _____	A. birthday
2. policy number _____	B. worker's insurance number
3. dependent _____	C. father or mother
4. claimant _____	D. when you started to work
5. date employed _____	E. family of person insured
6. insurance claim _____	F. your wife or husband
7. relation _____	G. what you must do to get money if you have an injury
8. spouse _____	H. problem to the body from an accident
	I. person with insurance

V. FIRE SAFETY

Circle the correct answer.

Example: You work at the hotel ...

a. San Francisco Hilton
b. Sheraton Palace
(c) Holiday Inn - Union Square

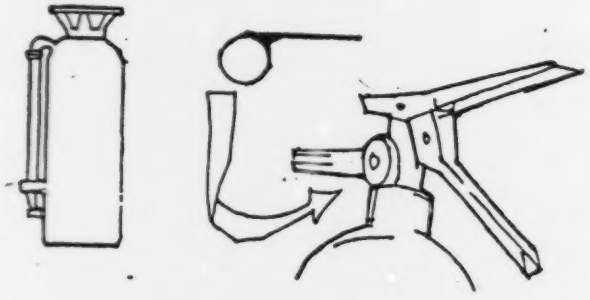
1. I wear rubber gloves when I ...

a. use chemicals
b. get the guest's garbage
c. pick up broken glass
d. use chemicals, get the guest's garbage, and pick up broken glass

2. When I hear the fire alarm (beep, beep, beep)...

a. I take the elevator and leave.
b. I take the stairs and leave.
c. I keep cleaning. I have 2 more rooms to clean.

3. To use a fire extinguisher ...



a) I press the handle.
I pull out the pin.
I yell "fire".

b) I point at the fire.
I press the handle.
I pull out the pin.

c) I pull out the pin.
I point at the fire.
I press the handle.

VI. REPORTING CRIMES

Circle the correct answer.

Example:

a. teacher
b. guest
c. street person

1.

a. security
b. robber
c. police

2.

a. pick pocket
b. purse snatcher
c. disturbance

3.

a. suspicious person
b. disturbance
c. He is punching her.

4. Yesterday

a. The man is stealing the tv.
b. The man stole the tv.
c. The man steals the tv.

VII. REPORTING A CRIME

Answer the teacher's questions.

1. _____

_____

_____

2. _____

_____

_____

HOLIDAY INN--UNION SQUARE

Module 2

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: PARTS OF THE BODY

WRITING -- p. 1

1. head
2. foot/feet
3. chest
4. arm
5. leg
6. hand
7. toes
8. fingers

WRITING -- p. 2

1. waist
2. shoulder
3. knee
4. face
5. elbow
6. neck
7. thigh
8. mouth
9. back
10. hip

READING/WRITING -- p. 3

1. neck
2. wrist
3. ankle
4. knee
5. elbow
6. waist
7. shoulder
8. toes
9. head
10. ears
11. thigh

WRITING -- p. 3

All are regular plurals which change by sinply adding -s. Numbers 8 and 10 are already in the plural and do not change.

SPEAKING -- p. 4

1. five
2. two
3. five; two; ten
4. two
5. two
6. two; ten

WRITING -- p. 5

1. my
2. your
3. his
4. her
5. our
6. your
7. their
8. my
9. his
10. her

SPEAKING -- p. 6

1. your
2. his
3. her
4. our
5. my
6. their

UNIT REVIEW -- p. 9

1. hand/arm
2. upper and lower arms
3. has
4. have
5. his
6. our
7. hurt
8. hurts
9. hurts
10. hurt

UNIT 2: WATER, FUMES, AND FALLS

MATCHING

1. D
2. H
3. F
4. A
5. C
6. B
7. E
8. G

MATCHING

1. B
2. C
3. A
4. I
5. F
6. H
7. E
8. G
9. D

READING

1. A
2. B
3. C
4. A
5. B
6. A
7. B

READING/WRITING

1. rubber gloves
2. touch
3. breathe
4. passed out
5. poison; danger
6. Fumes

LISTENING/READING/SPEAKING -- p. 22

1. F
2. F
3. F
4. T
5. T

UNIT REVIEW -- p. 24

1. F
2. F
3. F
4. F
5. T
6. F
7. F
8. F
9. T
10. F

UNIT 3: FIRE AND SHOCK

READING/WRITING -- p. 26

1. blocking
2. burned
3. cans
4. boxes
5. bomb; exploded
6. explosion

READING -- p. 29

1. B
2. C
3. E
4. F
5. D
6. A

WRITING -- p. 30

1. electricity
2. cord
3. outlet
4. plug
5. frayed
6. overload
7. shock

UNIT REVIEW -- p. 34

1. T	6. F
2. F	7. F
3. F	8. F
4. F	9. T
5. T	10. T

UNIT 4: SAFETY SIGNS & OTHER ACCIDENTS

LISTENING -- p. 37

DIALOGUES

W = worker S = supervisor

DIALOGUE A:

W: Can I talk to you for a minute?
S: Sure, what's wrong?
W: I strained my back.
S: How did that happen?
W: I was picking up a really heavy box.
S: OK. Go see the nurse.

DIALOGUE B:

W: Joe, I need to see the nurse.
S: Why? What happened?
W: I smashed my toe.
S: How did you do that?
W: I dropped a box on it.
S: OK. Go right now.

DIALOGUE C:

W: Oh, no! I cut my hand!
S: Quick! Go see the nurse!

DIALOGUE D:

S: What happened, Frank?
W: I twisted my ankle.
S: How did you do that?
W: I fell down the stairs just now.
S: Did you sprain your ankle?
W: I think so. I can't walk on it.

DIALOGUE E:

S: Bill, were you at the nurse's office?
W: Yes. I was running down the stairs and fell.
S: Are you badly hurt?
W: Yes, I hit my head. I have a head concussion.
S: I'm sorry to hear that. Take the rest of the day off.

DIALOGUE F:

S: John, what's wrong?
W: I tripped over a box and fell.
S: Can you walk?
W: Not very well. I think I twisted my leg.
S: Stay here. I'll call the nurse.

DIALOGUE G:

W: I need to go see the nurse.
S: What happened?
W: I smashed my finger in the vise.
S: OK. You better go right away.
W: Thanks!

UNIT 4: SAFETY SIGNS & OTHER ACCIDENTS

MATCHING -- p. 36

1. B
2. C
3. A
4. F
5. G
6. E
7. D

LISTENING -- p. 37

1. C
2. G
3. A
4. E
5. D
6. B
7. F

UNIT REVIEW -- p. 41

1. F
2. F
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. T

UNIT 5: REPORTING ACCIDENTS

TRUE OR FALSE? -- p. 44

1. F
2. F
3. F
4. F

READING/MATCHING -- p. 44

1. J	7. I
2. K	8. B
3. A	9. D
4. F	10. C
5. E	11. L
6. H	12. G

READING/MATCHING -- p. 46

1. C	7. L
2. F	8. K
3. A	9. H
4. E	10. I
5. D	11. J
6. B	12. G

READING -- p. 48

1. F	4. F
2. F	5. F
3. F	6. F

UNIT 6: HOTEL SECURITY

READING -- p. 51

1. B
2. F
3. D
4. A
5. E
6. G
7. C

READING -- p. 52

1. A
2. D
3. F
4. E
5. C
6. B

READING -- p.53

1.	2.	3.	4.	5.
A. T	A. T	A. F	A. F	A. F
B. T	B. F	B. F	B. T	B. F
C. T	C. T	C. F	C. T	C. T

READING/LISTENING -- p. 54

1.	2.
A. F	A. F
B. F	B. F
C. T	C. T
D. T	D. T

READING -- p. 56

1. What/where
2. When
3. How
4. What
5. Why
6. Who/where/how
7. What/where
8. Who
9. Where
10. What
11. When
12. Why/where/when

ADDENDA TO MODULE 2

REVIEW 1 -- p. 66

1. B
2. C
3. A
4. D
5. D
6. B
7. C
8. B
9. A
10. C

EXTRA CREDIT: C

EXTRA CREDIT: C

REVIEW 2 -- p. 68

1. B
2. A
3. B
4. D
5. D
6. C
7. B
8. D
9. I pull out the pin, point at the fire, and press the handle.

REVIEW 3 -- p. 71

1. A
2. B
3. C
4. B
5. C
6. B
7. A
8. A
9. C
10. B

REVIEW 5 -- p. 74

1. B
2. C
3. A
4. C
5. B
6. B
7. B
8. C
9. A
10. A
11. A
12. C
13. C
14. C
15. A

PRE- & POST-TEST (300 LEVEL) -- p. 76

"What is ... ?" -- p. 76

1. neck
2. wrist
3. ankle
4. knee
5. elbow
6. waist
7. shoulder
8. toes
9. head
10. ears
11. thigh

MATCHING -- p. 76

1. B
2. C
3. A
4. I
5. F
6. H
7. E
8. G
9. D

MATCHING -- p. 79

1. B
2. C
3. A
4. F
5. G
6. E
7. D

TRUE OR FALSE? -- p. 80

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. T

PRE- & POST-TEST (100 LEVEL) -- p. 82

BODY PARTS -- p. 82

1. 2
2. 4
3. 12
4. 11
5. 19
6. 21
7. 24
8. 5
9. 6
10. 14
11. 16
12. 18
13 22
14. 17
15. 28
16. 7
17. 9
18. 8
19. 26
20. 28

21. 30
22. 23
23. 31
24. 29
25. 27

INJURY -- p. 83

1. D
2. B
3. A
4. G
5. E
6. F

INSURANCE -- p. 85

1. H
2. B
3. E
4. I
5. D
6. G
7. C
8. F

FIRE SAFETY -- p. 86

1. D
2. B
3. C

REPORTING CRIMES -- p. 87

1. B
2. B
3. B
4. B

REPORTING A CRIME (ORAL QUESTIONS) -- p. 88

1. What is the man doing?
2. What does he look like?